



JOUR 207: Reporting and Writing I

3 units

Fall 2023 — Wednesdays — 8:30-11 a.m.

Section: 21099D

Location: ANN 413

Instructor: Luke Harold

Office: Online or ANN classroom

Office Hours: By appointment

Contact Info: 323-394-9342, lharold@usc.edu or Slack

Pronouns: he/him

Course Description

Welcome to JOUR 207 Reporting and Writing I. The goals of this course are to sharpen your writing, reporting, and critical thinking skills, as well as teach you about news values, ethics, copy editing, interviewing, fact-checking and how to accurately report on and write about a diverse world on deadline.

This course covers the basics of writing and reporting hard news stories, including courts and local government. Next semester you'll take JOUR 307, Reporting and Writing II, which will cover writing features, profiles and other formats, pitching and developing stories, and the basics of broadcast journalism.

By the end of this course, you will understand what makes an event newsworthy — worth covering — and have the capability to produce accurate, well-written, well-sourced news stories on deadline.

Finally, part of your training in this introductory newswriting and reporting course includes a review and discussion of the journalism industry's code of ethics, its role in a democratic society, and its current and past strengths and failings.

Student Learning Outcomes

- Write a hard news story on deadline with multiple sources, effective quotes, and a compelling lede, using clear, active, and concise language and correct grammar, punctuation, spelling and AP Style.
- Identify newsworthy elements for tweets, ledes and news stories.
- Conduct research and verify information using diverse primary and secondary sources.
- Create complete, relevant news stories that reflect our diverse society and prioritize accuracy, truth, transparency, context and inclusivity.
- Use language around race, ethnicity, ability, gender, age, sexuality and gender identity, and socioeconomic status with precision and in accordance with AP style in news stories.
- Evaluate current conflicts, controversies and issues in journalism.

Concurrent Enrollment: JOUR 206 Media Center Practicum. JOUR 207 students are also enrolled in JOUR 206, a weekly three-hour, 50-minute shift in the Annenberg Media newsroom based out of the Media Center. Every journalism undergraduate takes two semesters of JOUR 206, one in Live Production and one in Community Reporting, concurrent with JOUR 207 and JOUR 307. These can be taken in either sequence.

Description and Assessment of Assignments

Your assignments are designed to help you develop as a writer, reporter and emerging journalist. They include tweets, news ledes, news briefs and news stories as assigned by your instructor. They get more complex as the semester progresses, and are worth more as a percentage of your grade.

There's a midterm, which covers grammar, spelling, punctuation, AP style and writing. You'll complete self-paced modules before the midterm to help you master these skills.

For the final, you will report and write a ~750-word story on deadline.

There will also be student-led ethics discussions. You'll work with a group on a presentation that explores a current controversy or issue in journalism, using assigned readings and additional research, and facilitate a class discussion about the topic. All students will respond to the discussion with in-class prompts that draw on assigned readings.

There is a participation grade in this class, which will be evaluated by in-class assignments and your constructive feedback during classroom discussion, peer presentations and guest speakers.

You'll file your assignments on Blackboard or via Google docs, shared with edit access with lharold@usc.edu. Assignments will be returned with feedback as soon as possible. Please review this feedback and incorporate the recommendations in future assignments.

Because this course is about developing your skills as a professional journalist, we're expecting you to interview sources outside of your friends and family. If there are good reasons to include them in your story, you should first review this with your instructor. Be careful not to misrepresent yourself when seeking an interview (i.e., telling a source you are writing for the Daily Trojan or Annenberg Media if you are not actually doing so). Don't submit single source stories unless specified in an assignment.

Rubrics will be provided in advance for major assignments.

Accuracy is your No. 1 priority. Your reputation as a journalist and the reputation of the news organization for which you work hangs in the balance. Is the information accurate, is the grammar correct, are the names spelled correctly? Have you properly identified the sources of your report? Is the writing clear and concise? Have you written a lede that will grab attention? Is the style and tone appropriate for the report?

In addition to being ethical in developing and writing your stories, it is important that you also consider diversity. When looking at your work, you should consider who is involved and how it will impact others. Is your work fair and does it represent all stakeholders in a balanced manner? This class helps you learn how to write in a manner that includes diverse viewpoints. That means socioeconomic/class, race/ethnicity, religion, gender/sexual orientation, geography and generations in the context of current events and journalism.

Course Notes and Policies

Please come to class on time, prepared (i.e. having done your readings and homework assignments), and ready to discuss various news-related topics.

We will use class time to learn actively, and we ask that you make every effort to stay focused and attentive during class. Feel free to eat or drink or adopt other non-distracting tactics to help you stay present during our class periods. There will be breaks when you can check your texts or email, so please don't do so while class is active.

This class involves robust discussion, in-class assignments and peer review and editing. We can all learn from each other. It's Annenberg's intention to foster a culture of respect, which includes pronouncing your name correctly and using your chosen pronouns. Please speak up if that's not happening. We will discuss class norms in more detail during the first class session. If you feel the classroom norms are not being followed by your instructors or classmates, you can use this [form](#) to provide anonymous feedback.

Please feel free to reach out with questions about the assignments or general feedback about the class either via email or scheduled office hours.

As your professor for this class, I am available to you outside of structured classroom time. I will hold office hours online during the week. If you email and don't get a response from me during the week within 24 hours, feel free to text. On the weekend, text if you don't get a response to an email within 48 hours.

We expect you to turn your assignments in on time. We'll deduct points for missing deadlines, so please reach out early and often if you're having trouble meeting those deadlines.

Required Readings, hardware/software, laptops and supplementary materials

Weekly reading assignments will be sent via email and posted to Blackboard. These readings will be essential to group presentations, classroom discussions and exercises.

We'll expect you to use AP style in all of your assignments. All USC students have access to the AP stylebook via the USC library. (https://libproxy.usc.edu/login?url=http://www.apstylebook.com/usc_edu/)

Students will be graded on adherence to AP style in assignments, including when writing about race and ethnicity. The updated AP style guidelines include capitalizing Black and deleting the hyphen in terms such as Asian American.

The following style guides will be available on BB:

NLGJA Stylebook on LGBTQ Terminology: <https://www.nlgja.org/stylebook/>

Native American Journalists Association: <https://najanewsroom.com/reporting-guides/>

National Association of Black Journalists: <https://www.nabj.org/page/styleguide>

Asian American Journalists Association: <https://aaaja.org/2020/11/30/covering-asia-and-asian-americans/>

The Diversity Style Guide: <https://www.diversitystyleguide.com>

The NAHJ Cultural Competence Handbook:

<https://nahj.org/wp-content/uploads/2020/08/NAHJ-Cultural-Competence-Handbook.pdf>

Transjournalist Style Guide: <https://transjournalists.org/style-guide/>

SPJ Diversity Toolbox: <https://www.spj.org/diversity.asp>

Annenberg also has its own style guide that students can access through the app Stylebot on the Annenberg Media Center's Slack workspace. Annenberg's style guide is being developed with input from students, and whether or not students use our guide, they can provide valuable input here: <http://bit.ly/annenbergediting>

There are some style issues where AP style and the Stylebot conflict. That's not so different from a traditional newsroom which might have its own unique style you would need to learn. For this class I expect you to adhere to AP style, which you are going to be tested on. If you run into an issue, please ask as it will be a learning opportunity for all.

In addition, Annenberg Media's Guide for Equitable Reporting Strategies and Newsroom Style (<https://bit.ly/AnnMediaEquitableReportingGuide>) created by students, has detailed guidelines on thoughtful language and best practices for creating journalism respectful and reflective of a diverse world. Along with other useful resources, it can be found on Blackboard and is incorporated into Amy the Stylebot.

All undergraduate and graduate Annenberg majors and minors are required to have a PC or Apple laptop that can be used in Annenberg classes. Please refer to the Annenberg Digital Lounge for more information. To connect to USC's Secure Wireless network, please visit USC's Information Technology Services website.

Annenberg is committed to every student's success. There are multiple resources available to assist students with issues that limit their ability to participate fully in class. Please reach out to a professor and/or advisor if you need help connecting with these resources. They include the Annenberg Student Success Fund, a donor-funded financial aid account available to USC Annenberg undergraduate and graduate students for non-tuition expenses related to extra- and co-curricular programs and opportunities, and other scholarships and awards.

News Consumption and Knowledge of Current Events

As journalists, you should keep up with what is happening on campus, in the Los Angeles area, in the United States and around the world. USC provides subscriptions for students, staff and faculty to The New York Times

(<http://nytimesaccess.com/usc/>) and the Los Angeles Times (<https://my.usc.edu/los-angeles-times/>), as well as the Wall Street Journal (wsj.com/usc).

Through the USC library, you have access to many regional news outlets and a variety of publications that cover specific communities. You should be familiar with publications covering the many communities of Los Angeles such as The Los Angeles Sentinel, The Los Angeles Blade, The Los Angeles Wave, La Opinión, L.A. Taco, The Eastsider, The Armenian Weekly, High Country News, the Asian Journal and others.

You should keep up with the Daily Trojan and uscannenbergmedia.com, including student-led verticals Dímelo, Black and elevASIAN, listen to NPR and news radio, watch local and national television news, subscribe to newsletters and push alerts from news organizations and follow them on social networks, including Twitter, Instagram and TikTok. You're encouraged to sign up for Nieman Lab's newsletter, which publishes brief, readable articles on important issues in the media. Following the news will sharpen your judgment and provide good (and bad) examples of the state of mainstream journalism.

Grading

a. Grading Breakdown

Assignment	% of Grade
AP style and GSP: Complete before the midterm self-paced modules with reviews, including guide/discussion on using language around race with precision, the AP pre-test and GSP final.	5%
Participation (Includes in-class assignments and peer review)	10%
Homework assignments (credit for completion before midterm)	15%
Homework assignments (graded after midterm)	35%
Group presentation on ethics	10%
Midterm	10%
Final	15%
TOTAL	100%

b. Course Grading Scale

Letter grades and corresponding point value ranges.

Letter grade and corresponding numerical point range		
95% to 100%: A	80% to 83%: B-	67% to 69%: D+ (D plus)
90% to 94%: A- (A minus)	77% to 79%: C+ (C plus)	64% to 66%: D
87% to 89%: B+ (B plus)	74% to 76%: C	60% to 63%: D- (D minus)
84% to 86%: B	70% to 73%: C- (C minus)	0% to 59%: F

c. Grading Standards

Journalism

Our curriculum is structured to prepare students to be successful in a professional news organization with the highest standards. Students will be evaluated first on accuracy and truthfulness in their stories. Good journalism prioritizes transparency, context and inclusivity. All stories should be written in AP style unless Annenberg style conflicts, in which

case students can follow Annenberg style.

The following standards apply to news assignments.

“A” stories are accurate, clear, comprehensive stories that are well written and require only minor copyediting (i.e., they would be aired or published). Video work must also be shot and edited creatively, be well paced and include good sound bites and natural sound that add flavor, color or emotion to the story. Sources are varied, diverse and offer a complete view of the topic.

“B” stories require more than minor editing and have a few style or spelling errors or one significant error of omission. For video, there may be minor flaws in the composition of some shots or in the editing. Good use of available sound bites is required. Sources are mostly varied, diverse and offer a complete view of the topic.

“C” stories need considerable editing or rewriting and/or have many spelling, style or omission errors. Camera work and editing techniques in video stories are mediocre or unimaginative, but passable. Sound bites add little or no color - only information that could be better told in the reporter’s narration. Sources are repetitive or incomplete.

“D” stories require excessive rewriting, have numerous errors and should not have been submitted. Camera work is unsatisfactory or fails to show important elements. Sources are repetitive or incomplete.

“F” stories have failed to meet the major criteria of the assignment, are late, have numerous errors or both. Your copy should not contain any errors in spelling, style, grammar and facts. Any misspelled or mispronounced proper noun will result in an automatic “F” on that assignment. Any factual error will also result in an automatic “F” on the assignment. Accuracy is the first law of journalism. The following are some other circumstances that would warrant a grade of “F” and potential USC/Annenberg disciplinary action:

- Fabricating a story or making up quotes or information.
- Plagiarizing a script/article, part of a script/article or information from any source.
- Staging video or telling interview subjects what to say.
- Using video shot by someone else and presenting it as original work.
- Shooting video in one location and presenting it as another location.
- Using the camcorder to intentionally intimidate, provoke or incite a person or a group of people to elicit more “dramatic” video.
- Promising, paying or giving someone something in exchange for doing an interview either on or off camera.
- Missing a deadline.

For assignments other than conventional news reporting, quality of research and clarity of expression are the most important criteria. In research papers, good research should be presented through good writing, and good writing should be backed up by good research. Clarity of expression includes thoughtful organization of the material, insight into the subject matter and writing free from factual, grammatical and spelling errors. Research should draw on a diverse range of sources.

Students are encouraged to submit their work for consideration to Annenberg Media or the Daily Trojan, or pitch it to mainstream media outlets. Visit <http://bit.ly/SubmitAnnenbergMedia> for more information about that submission and review process and email Daily Trojan news editors at dt.city@gmail.com for more on how to pitch work to the campus newspaper.

Add/Drop Dates for Session 001 (15 weeks: 8/21/2023 to 12/1/2023)

Link: <https://classes.usc.edu/term-20233/calendar>

Last day to add: Friday, September 8, 2023

Last day to drop without a mark of "W" and receive a refund: Friday, September 8, 2023

Last day to change enrollment option to Pass/No Pass or Audit: Friday, September 8, 2023 [All major and minor courses must be taken for a letter grade.]

Last day to add/drop a Monday-only class without a mark of “W” and receive a refund or change to Audit:
Tuesday, September 12, 2023

Last day to withdraw without a “W” on transcript or change pass/no pass to letter grade: Friday, October 6, 2023

[Mark of “W” will still appear on student record and STARS report and tuition charges still apply.

*Please drop any course by the end of week three for session 001 (or the 20 percent mark of the session in which the course is offered) to avoid tuition charges.]

Last day to drop with a mark of “W”: Friday, November 10, 2023

Course Schedule: A Weekly Breakdown

A weekly schedule of the topics, readings, and deliverables for the course.

Important note to students: *Be advised that this syllabus is subject to change - and probably will change - based on the progress of the class, news events, and/or guest speaker availability.*

	Topics/Daily Activities	Readings and Homework	Deliverable/Due Dates
Week 1 Aug. 23	<p>Course intro: Newsworthiness, Ethics, Diversity and Social Media</p> <p>Get to know each other and your instructor.</p> <p>Review <i>syllabus</i>.</p> <p><i>AP and GSP Modules</i> – What are they? How do they work? Where can you find them?</p> <p>What is <i>AP Style</i>? Why do we care?</p> <p>What about <i>journalism ethics</i>? Plagiarism, conflict of interest, not taking free stuff, accuracy – why journalists need a code of ethics.</p> <p>State of the news media. An industry in flux – what basics still hold?</p> <p>Newsworthiness. What makes an event or a person <i>newsworthy</i>? How do you develop news judgment?</p> <p>In-class assignment:</p> <p>Students will watch a press conference and write short posts for social media in a Google doc. What’s the most important information for the post? Review as a group.</p>	<p>Kovach and Rosenstiel, The Elements of Journalism.</p> <p>SPJ Code of Ethics: https://www.spj.org/ethicscode.asp</p> <p>ONA Code of Ethics: https://journalists.org/tools/social-newsgathering</p> <p>https://www.niemanlab.org/2022/11/losing-twitter-hurts-journalism/</p> <p>https://www.cjr.org/the_media_today/twitter_rate_limit_musk_threads.php</p> <p>https://finance.yahoo.com/news/abcarian-why-journalist-higher-ethical-100236619.html</p>	<p>Watch a news event that will be shared with you. Write at least five short posts that could be shared on social media about the event and a push alert. Submit via Google doc or Blackboard and submit by the beginning of class next week.</p> <p>Watch the race-related coverage modules in Blackboard.</p>
Week 2 Aug. 30	<p>From a social media post to a lede (sometimes referred to as lead)</p> <p>News judgment.</p>	<p>Harrower, Chapter 3, pp 36 – 47 (on BB)</p> <p>Alan Rusbridger, “Breaking News,” Intro (on BB)</p> <p>https://training.npr.org/2021/08/25/how-write-display-seo-headlines/</p>	<p>Write five ledes from provided material in a single Google doc and submit by the beginning of class next week.</p>

	<p>Headlines. A good headline summarizes the story and is told in a way that entices the reader to read the rest of your story. We'll discuss.</p> <p>News ledes: The 5 Ws and H: Who, what, when, where, why and how.</p> <p>Try to write basic news ledes that are one sentence long and 35 words or shorter.</p> <p>In-Class: Write several ledes. The class will peer review and review together. What was the important part of each story? If time permits, students will write their own lede for class.</p> <p>Sign up for group presentations.</p>		
<p>Week 3 Sept. 6</p>	<p>News briefs and verification</p> <p>What comes after your lede? Supporting/additional paragraphs with information that supports lede with facts, quotes, and attribution from sources.</p> <p>News Briefs. While hard news updates come in many other formats (push alerts, live updates, tweets, etc.), you should understand how to write a news brief in the inverted pyramid style.</p> <p>Copy editing and self-editing. You must learn to review your own and others' material for AP style, grammar and spelling. You will often be publishing (including to social media and digital platforms) without the benefit of an editor. Your credibility depends on getting the basics correct.</p> <p>In-Class: We'll write news briefs, then peer review and review together for style, grammar and spelling.</p>	<p>AP Style for Numbers</p> <p>AP style rules to know now</p> <p>AP Stylebook, A, B, C, D, E</p> <p>Journalism as a discipline of verification.</p> <p>https://www.nbcuacademy.com/catalog/ukraine-verify-twitter-video</p> <p>Harrower, p 59 (checklist) and p 84 – 85 (attribution) on BB</p>	<p>Write three news briefs and tweets for each. Due by the beginning of class next week.</p> <p>There will be two student-led presentations next week, one on objectivity and one on bias. All students will write an in-class response to these presentations that draws on the readings assigned for next week.</p>

	<p>We'll also do an AP style exercise, so make sure you have started the modules and done your Stylebook (A-E) homework.</p> <p>Preview of next week's special presentation and the reading on objectivity and bias.</p>		
Week 4 Sept. 13	<p>Objectivity and bias</p> <p>As reporters you also must be mindful of being inclusive when it comes to coverage of your community and include a wide range of voices in your stories. We'll discuss ways to approach the issue, including the Maynard Institute's Fault Lines approach, to think about issues of generation, gender and sexual identity, class, race/ethnicity, geography and access to technology.</p> <p>We'll talk about fairness. What's the difference between "all sides" and complete and contextual? We also will discuss objectivity and how that idea has evolved over the years.</p> <p>We'll discuss implicit bias and how that may impact journalism and newsrooms and the student-created Annenberg Media Guide to Equitable Reporting Strategies and Newsroom Style.</p> <p>In-class There will be one student-led presentation this week. All students will write an in-class response to these presentations that draws on the assigned readings. These responses are part of your participation grade.</p>	<p>https://www.cjr.org/analysis/a-test-of-the-news-wesley-lowery-objectivity.php</p> <p>Annenberg Media's Guide for Equitable Reporting Strategies and Newsroom Style</p> <p>How Implicit Bias Works in Journalism</p> <p>White Audiences Who Will Pay is Still Metro Newspapers Survival Strategy</p> <p>DIEA checklist for reporting</p> <p>Tools to Manage Bias</p> <p>A guide to gender identity terms</p>	
Week 5 Sept. 20	<p>Reporting and interviewing</p> <p>Research, preparation, techniques. Note-taking, quotes and where to put them, open and closed questions, observing</p>	<p>AP Stylebook, F, G, H, I, J</p> <p>Good tips on interviewing</p> <p>Tips for requesting an interview</p>	<p>Send an email to a working journalist requesting a brief interview.</p> <p>Write a story/Q&A of no more than 500 words. It should include a brief background on</p>

	<p>the room. Primary sources vs. secondary sources.</p> <p>In-Class: Review stories with excellent interviews. Role-play in pairs an “ask” for an interview. Role play leaving class and approaching strangers to ask for interviews.</p> <p>Research possible subjects and write an e-mail request for an interview to fulfill your homework this week. How can you find someone to interview? How can you persuade them to say yes, on your timeframe?</p> <p>There will be one student-led presentations this week, one on objectivity and one on bias and accuracy.</p> <p>All students will write an in-class response to these presentations that draws on the assigned readings.</p>	<p>https://training.npr.org/2022/03/09/journalism-interview-rules-sources/</p>	<p>the reporter. See assignment sheet for more detail.</p> <p>Due by the start of class next week. Yes, this is a single source story. Don’t get used to it.</p>
<p>Week 6 Sept. 27</p>	<p>Short stories, using quotes, protest coverage, sourcing, media and the law</p> <p>This week we’ll start writing full news stories. Moving from a three-paragraph news brief to a 300- to 500-word story is not that much of a leap. The key is organization. It involves expanding on and supporting the five W’s and H with data, description and quotes.</p> <p>To produce a fully reported story, journalists must find sources and use attribution showing where you got your information. The two-source rule. How do you know when you have the facts?</p> <p>Anonymous sources discussion. What does it mean and why don’t journalists promise anonymity?</p>	<p>AP Stylebook, K, L, M, N, O</p> <p>It’s Time to Change the Way the Media Reports on Protests. Here are some Ideas.</p> <p>Fact-checking yourself and organizing your reporting material</p> <p>Harrower, p. 81, on and off the record and anonymous sources, and law and ethics, p 140 – 156 (on BB)</p> <p>LAT’s Steve Padilla (USC alum and one-time Daily Trojan editor) thread on quotes</p>	<p>You will write a 500-word news story about a protest, news event and/or speech, getting instructor approval of your topic in advance. It must include direct observation of the event, reaction from participants, and contain a minimum of three distinct sources. Think about a compelling lede, good quotes and clarity. Due by the start of class next week.</p> <p>Email me any questions you may have about the midterm.</p>

	<p>Covering scheduled events. Reporters need to conduct background research on the speech or event, and know why is it happening at this time. Reporters also must convey what happened accurately, fairly and in an interesting manner and use their powers of direct observation. Learn to observe. What do you bring to the story that, say, a bot does not?</p> <p>Story structure. How do you start? How do you include your sources? How do you find the “killer quote”? How do you include other details, such as what you observed?</p> <p>We’ll also talk about your rights and responsibilities as a reporter, and First Amendment basics for reporters.</p> <p>In-class: Law and ethics quiz AP style exercise continued Practice direct observation writing exercises in class.</p>		
Week 7 Oct. 4	<p>Review for Midterm</p> <p>We will review homework on writing a full story. For the midterm, we’ll review the basics of writing a lede, a hard news story, writing conventions, AP Style and editing tips.</p> <p>In-class: AP style exercise continued</p>	<p>Review all your graded work.</p> <p>AP Stylebook P-Z</p>	<p>AP style and GSP: Complete before the midterm self-paced modules with reviews, including guide/discussion on using language around race with precision, the AP pre-test and GSP final.</p>
Week 8 Oct. 11	<p>Midterm today — The midterm will include an editing assignment and writing assignments (ledes, a brief and a story from factsheets). You may use the AP Stylebook, Amy the Stylebot, and the dictionary for both.</p>		<p>Schedule office hours with me.</p>
Week 9 Oct. 18	<p>No class today. Meet one-on-one with me via Zoom.</p>		<p>Reminder that homework from now on will be graded and is worth more of your overall grade.</p>

Week 10 Oct. 25	<p>Accountability journalism -- covering local governments</p> <p>Who's who and why does it matter? What's in a city budget and how do you find it? Who are the council members and how do they get to power?</p> <p>Reporters are watchdogs, making sure city agencies and departments are carrying out their responsibilities efficiently, effectively and economically. These are all things paid for by taxpayer dollars, and it is in the public interest to report on them critically.</p> <p>Discuss covering government meetings and government budgets, a key to understanding how a local government or agency conducts its business. It is the job of the reporter to use his/her critical thinking and news judgment skills to choose the most noteworthy information to feature in the lede and story AND CONFIRM INFORMATION. We'll review how to read an agenda and how to prepare for a meeting. What does a journalist bring to the story that can't be summarized by AI?</p> <p>We'll also research and review how to find a local off-campus meeting you can attend to complete your homework. In class, you'll select a meeting or event and begin to draft an outline of your story and identify the key issues at hand.</p>	<p>https://www.nytimes.com/2019/10/03/read-er-center/how-times-journalists-become-experts-on-a-subject.html</p> <p>https://www.latimes.com/california/story/2022-10-12/la-me-nury-martinez-resigns</p> <p>https://www.npr.org/2022/10/14/1129272862/la-city-council-scandal-nury-martinez-audio-leak</p> <p>https://www.niemanlab.org/2023/06/ai-will-soon-be-able-to-cover-public-meetings-but-should-it/</p> <p>Examples of current city council coverage will be emailed to you for class discussion.</p>	<p>Attend a community board, city council, county Board of Supervisors, Board of Education or other similar meeting and cover the proceedings. The instructor must approve your choice in advance. You should obtain the agenda beforehand.</p> <p>Write a 500-word story that helps the reader understand what was newsworthy and important from the meeting — not just summarize what happened. Your story must include several sources: speakers at the meeting, quotes from officials there or secondary source information you've compiled from the agenda or public documents. If the issue includes competing points of view, you must include them in the report. Due by the start of class next week.</p>
Week 11 Nov. 1	<p>Writing on deadline</p> <p>Accuracy and verification</p> <p>Reminder that homework from now on is worth more of your grade.</p> <p>Writing on deadline is a necessary element for any reporter, whether you're writing for a newspaper, online or just</p>	<p>Guide to writing B matter from Annenberg adjunct professor Saba Hamedy (an NBC editor.)</p> <p>How to write faster on deadline.</p> <p>The Hierarchy of Accuracy</p>	<p>Turn in your deadline news story 24 hours after the close of the event (the final game of the World Series or other event as advised.) The story should be between 500-700 words. It must include quotes that you obtain in person from at least three live sources with pertinent reactions to the event. It should also include</p>

	<p>about anywhere else. Increasingly, news needs to be immediate. Writing it quickly – and also accurately and informatively – is expected of you. Often, even what you write will be overcome by events and you will need to rewrite it – again and again – and quickly. There are some simple tricks to master this, and we'll go over them in class – planning ahead, writing b-matter, and topping the story when news requires it.</p> <p>We will learn how to compile b-matter for your story and how to top it with a-matter on deadline.</p> <p>In-class: We talk more on how to find sources, especially in a hurry.</p> <p>In a group, you will work on writing b-matter and editing it together – for example, the World Series, or another event as assigned by your instructor. You will identify potential sources and a location to complete this story. You will complete this story within 24 hours of the end of the event.</p>	<p>LAT's Steve Padilla (USC alum and one-time Daily Trojan editor) thread on strong writing and writing advice</p> <p>Optional Padilla's writing tips seminar – one-hour audio</p>	<p>some direct observation of a scene that offers the reader insight into the event.</p> <p>Due via Google doc or Blackboard 24 hours after the end of the final game of the World Series or another event as advised by the instructor.</p>
<p>Week 12 Nov. 8</p>	<p>Covering law enforcement and crime</p> <p>Possible guest speaker.</p> <p>Crime and public safety are top concerns. Covering these topics accurately and not sensationalizing stories is key, however. So is avoiding stereotypes, using language accurately, keeping victims safe, treating suspects and minors fairly, and learning how to interview victims and witnesses of trauma in a sensitive manner.</p> <p>Watch https://twitter.com/Chandler_Boese/status/1654479715883679752?s=20</p>	<p>Newsrooms begin to reflect on their roles in systemic racism</p> <p>It's time for journalism to break the cycle of crime reporting</p> <p>AP decides not to name minor crime suspects</p> <p>The Mug Shot, a Crime Story Staple, is Dropped by Some Newsrooms and Police</p> <p>The Dart Center – Working with Victims and Survivors</p> <p>Letters to the Editor: Why the L.A. Times should not have named the Saugus High shooter</p> <p>How the first statement from Minneapolis police made George Floyd's murder seem like George Floyd's fault</p>	<p>Write a 500- to 750-word crime story from the DPS crime logs https://dps.usc.edu/alerts/log/ using template provided by your instructor. Due in two weeks.</p>

	<p>In-class: Student group presentation: How should media cover crime? All students will write an in-class response to the presentation drawing on readings assigned for this week.</p> <p>Work on homework assignment in class.</p>	<p>How do you write about traumatic situations without retraumatizing those involved? Read this new guide for journalists, for starters</p> <p>https://twitter.com/verumserum/status/1498409631223144452?s=21</p> <p>https://mailchi.mp/thetrace/original-reporting-on-gun-violence-even-when-its-tough-to-do-420089?e=27ef6fd37b</p>	
<p>Week 13 Nov. 15</p>	<p>Covering courts</p> <p>How to navigate a courthouse. We'll look at court filings and talk about how to read them, where to get more information and how to find stories within pages of legal jargon.</p> <p>We'll discuss what makes a court case worth covering, and how something goes from the law enforcement side as we discussed the previous week into the legal system. What is a journalist's responsibility once the issue makes that shift? How does a journalist describe criminal proceedings?</p> <p>Work on court story in class.</p>	<p>Examples of current court coverage will be emailed to you for class discussion.</p> <p>Harrower, pp 104-105, on BB.</p> <p>https://twitter.com/Chandler_Boese/status/1654479715883679752?s=20</p> <p>About California Courts: https://www.courts.ca.gov/2113.htm</p> <p>Reporting on the Courts: https://www.thoughtco.com/reporting-on-the-courts-2073859</p>	<p>Identify a court case. Next week, we'll take a look at it together and talk about how to write a story. Due in two weeks.</p>
<p>Week 14 Nov. 22</p>	<p>Discussion and review</p> <p>We'll go over your chosen court case and talk about reporting and writing strategies.</p>		<p>Write a 750-word story about the case, including information from the documents, direct observation if applicable, and at least one outside interview. The interview should be with someone directly involved in the case as a defendant, plaintiff, witness or lawyer, or someone who has clear expertise or insight related to the case.</p> <p>Due by the start of class next week.</p>
<p>Week 15 Nov. 29</p>	<p>Final exam review</p> <p>In-class:</p>	<p>How Local Media Fueled the Tulsa Massacre</p>	<p>Write draft of b-matter for final story. I will review it and provide feedback that will help you do your best on the</p>

	<p>Student group presentation: What responsibilities do current news organizations have to correct for flaws in previous coverage? All students will write an in-class response to the presentation that references readings assigned for this week.</p> <p>Complete course evaluation</p> <p>Ask me anything about my experience and career or the journalism industry as a whole.</p> <p>The final exam will be a 750-word story written on deadline during the exam period on Dec. 12. It will involve research into the topic ahead of time. You will then listen to a live presentation by a speaker during the final exam period and write the story. Your final story must include research and sources you contacted and quoted ahead of time as well as a lede and quotes from the speaker.</p>	<p>https://www.baltimoresun.com/opinion/editorial/bs-ed-0220-sun-racial-reckoning-apology-online-20220218-qp32uybk5bggrcnd732aicro-u-story.html</p> <p>An examination of The Times' failures on race, our apology and a path forward</p>	<p>final if you send it to me no later than Dec. 10.</p>
FINAL EXAM Dec. 6, 8-10 a.m.	Final Exam		

Internships

The value of professional internships as part of the overall educational experience of our students has long been recognized by the School of Journalism. Accordingly, while internships are not required for successful completion of this course, any student enrolled in this course that undertakes and completes an approved, non-paid internship during this semester shall earn academic extra credit herein of an amount equal to 1 percent of the total available semester points for this course. To receive instructor approval, a student must request an internship letter from the Annenberg Career Development Office and bring it to the instructor to sign by the end of the third week of classes. The student must submit the signed letter to the media organization, along with the evaluation form provided by the Career Development Office. The form should be filled out by the intern supervisor and returned to the instructor at the end of the semester. No credit will be given if an evaluation form is not turned into the instructor by the last day of class. Note: The internship must be unpaid and can only be applied to one journalism or public relations class.

Statement on Academic Conduct and Support Systems Academic Conduct

The USC Student Handbook (https://policy.usc.edu/wp-content/uploads/2022/09/USC_StudentCode_August2022.pdf)

Academic Integrity

USC's Unifying Value of integrity is a foundational principle that inspires the community to match its values to its actions. Academic integrity is ultimately the sole guarantor of the legitimacy of one's education, and therefore, is vitally important not just for oneself, but for the entire USC community. The value of all USC degrees is negatively impacted by violations of academic integrity. In the classroom, general principles of academic integrity include the

concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles.

Academic Integrity violations (academic dishonesty) include, but are not limited to: Plagiarism and Cheating

- The submission of material authored by another person but represented as the student's own work, whether that material is paraphrased or copied in verbatim or near-verbatim form.
- Re-using any portion of one's own work (essay, term paper, project, or other assignment) previously submitted without citation of such and without permission of the instructor(s) involved.
- Improper acknowledgment of sources in essays or papers, including drafts. Also, all students involved in collaborative work (as permitted by the instructor) are expected to proofread the work and are responsible for all particulars of the final draft.
- Acquisition of academic work, such as term papers, solutions, or other assignments, from any source and the subsequent presentation of those materials as the student's own work, or providing academic work, such as term papers, solutions, or assignments that another student submits as their own work.

USC School of Journalism Policy on Academic Integrity

https://catalogue.usc.edu/preview_entity.php?catoid=16&ent_oid=3459

"Since its founding, the School of Journalism has maintained a commitment to the highest standards of ethical conduct and academic excellence. Any student found plagiarizing, fabricating, cheating on examinations, and/or purchasing papers or other assignments faces sanctions ranging from an "F" on the assignment to dismissal from the School of Journalism."

In addition, it is assumed that the work you submit for this course is work you have produced entirely by yourself, and has not been previously produced by you for submission in another course or Learning Lab, without approval of the instructor.

Students and Disability Accommodations:

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Support Systems:

Counseling and Mental Health - (213) 740-9355 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

988 Suicide and Crisis Lifeline - 988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273- 8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL) – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services (OSAS) - (213) 740-0776 OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

USC Campus Support and Intervention - (213) 740-0411

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity, Equity and Inclusion - (213) 740-2101

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call

Non-emergency assistance or information.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

Occupational Therapy Faculty Practice - (323) 442-2850 or otfp@med.usc.edu

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

Annenberg Student Success Fund

<https://annenberg.usc.edu/current-students/resources/annenberg-scholarships-and-awards>

The Annenberg Student Success Fund is a donor-funded financial aid account available to USC Annenberg undergraduate and graduate students for non-tuition expenses related to extra- and co-curricular programs and opportunities.

Annenberg Student Emergency Aid Fund

<https://annenberg.usc.edu/current-students/resources/annenberg-scholarships-and-awards>

Awards are distributed to students experiencing unforeseen circumstances and emergencies impacting their ability to pay tuition or cover everyday living expenses. These awards are not intended to cover full-tuition expenses, but rather serve as bridge funding to guarantee students' continued enrollment at USC until other resources, such as scholarships or loans, become available. Students are encouraged to provide as much information in their application, as well as contact their academic advisor directly with questions about additional resources available to them.

About Your Instructor

Luke Harold is a reporter for the San Diego Union-Tribune's community press, covering city government, local elections, housing and other issues in North County, San Diego. He joined the company in 2019. Prior to that, Harold had been a community journalist in Orange County, Los Angeles and the southeast Pennsylvania suburbs, covering city councils, school districts and local feature stories. A New Jersey native, Harold studied journalism at La Salle University

in Philadelphia and interned at the Philadelphia Inquirer, where he contributed to the metro desk's police coverage and to an investigative project about victim restitution payments that were never made.